

Cleveland, E.G.  
1948

An analysis of the treatment of labor unions in high school social studies textbooks

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An Analysis of the Treatment  
of Labor Unions in High School  
Social Studies Textbooks

E.G. Cleveland

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Boston University  
School of Education  
  
Service Paper  
  
An Analysis  
of  
The Treatment of Labor Unions  
in  
High School Social Studies Textbooks

Submitted by  
Emmett G. Cleveland  
(A.B., Northeastern University, Boston, Mass., 1940)

In Partial Fulfillment of Requirements of  
Master of Education

1948

School of Education  
Gift of E.G. Cleveland  
July 30, 1940  
29727

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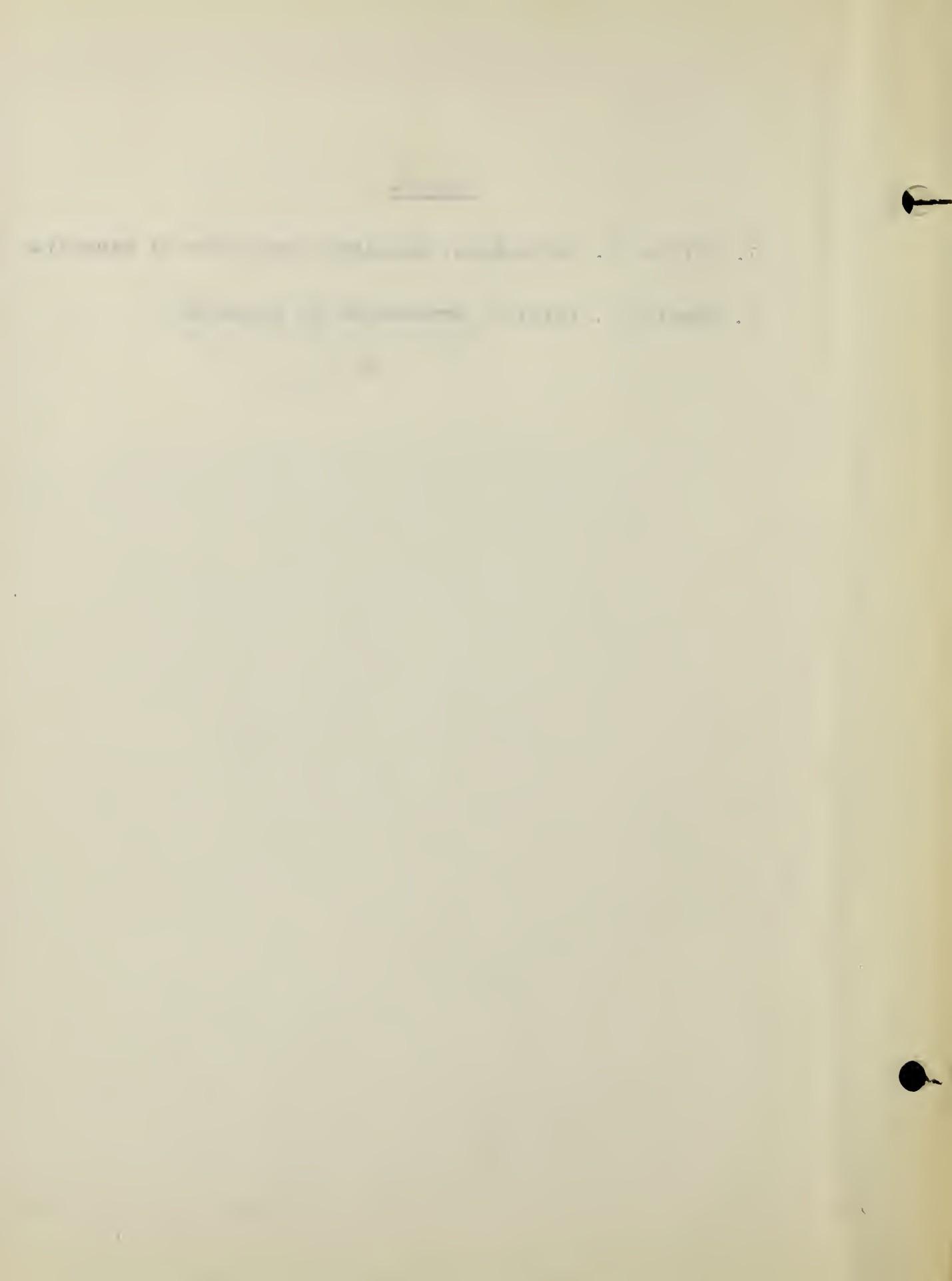


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## Chapter I

### Statement of Purpose

Since 1900 the passage of the Clayton Anti-Trust Act, the LaFollette Seamen's Act, the Norris-LaGuardia Act, the Wagner Act, and the Taft-Hartley Act has indicated a growing tendency of the government towards legislation in the field of labor relations. The mass unionization of workers and greater union membership are also definite trends, especially since 1935. The subject of labor has therefore become of increasing concern to the country as a whole. Labor relations seems a timely subject to be considered in education. The purpose of this study will be that of examining the extent of treatment of labor in high school social studies textbooks. In addition, the study will attempt to determine if the treatment is biased either for or against unions. Throughout the study, all allusions will be to organized labor.

### Justification

To justify this paper it is necessary to answer two questions. Do textbooks constitute an important part of the teaching process? Does labor union membership consist of a large enough segment of our society to receive consideration in high school textbooks?

## Summary

### General Summary

Individual monthly and bi-monthly reports  
of the financial account with which Company concerned has had  
to do with the administration and the management of  
the institution during the period of time specified  
below are submitted herewith. Each report will  
have a general heading with information as to the name  
and location and date the institution was established  
and the names of trustees and the names of persons  
who were instrumental in the organization of the company  
and who were elected to the office of trustee and  
the names of persons who were elected to the  
office of director and the names of persons who were  
elected to the office of manager and the names of  
persons who were elected to the office of treasurer  
and the names of persons who were elected to the  
office of auditor and the names of persons who were  
elected to the office of secretary and the names of  
persons who were elected to the office of receiver  
and the names of persons who were elected to the  
office of controller and the names of persons who were  
elected to the office of chief accountant and the  
names of persons who were elected to the office  
of chief auditor and the names of persons who were  
elected to the office of chief controller and the  
names of persons who were elected to the office  
of chief receiver.

### Administrative

and names of members of the board of directors  
and the date last year in which the members of the board  
of the institution were elected and the names of  
members of the board of directors and the date last year  
in which the members of the board of directors were elected.

To answer the first question, several authorities are quoted.

Kepner<sup>1</sup> writes: "Whether textbooks lead or follow in the development of methods, it is safe to say that where textbooks go so goes the average teacher."

Floyd<sup>2</sup> states: "----it is evident that the basic textbook is one important index of the subject matter of the course."

Stull<sup>3</sup> reaffirms their contention: "Textbooks play a very significant part in all geography work. According to the findings of the Bureau of Curriculum Research of Teachers College, they have been the most important factor in determining courses of study."

Levine<sup>4</sup> is most emphatic: "We should recognize the fact that in American educational practice textbooks virtually represent the curriculum."

If textbooks are as important as these statements indicate, should the treatment of labor be an important part of social science textbooks? Current labor issues such as

<sup>1</sup>Kepner, Tyler, "The Influence of Textbooks Upon Method," First Yearbook. National Council for the Social Studies, 1931, 143.

<sup>2</sup>Floyd, Oliver R., "Overlapping Between Courses in Problems of Democracy and American History," The Historical Outlook. 23 (Oct. 1932), 297.

<sup>3</sup>Stull, DeForest, "A Critical Analysis of Six Geography Texts Printed Before 1850," Education. 52 (Jan. 1932), 288.

<sup>4</sup>Levine, Michael, "Social Problems in American History Textbooks," Social Studies. 28 (Apr. 1937), 161.



the Taft-Hartley Bill, the portal-to-portal controversy, Petrillo's cut-down on record companies, and the coal strikes indicate that labor is an important part of the American scene.

For a quantitative substantiation of the need for labor inclusion in school textbooks the Department of Labor statistics are enlightening. Labor union membership in 1947 was between fifteen and fifteen and one-half millions, an increase of approximately six million over the 1940 figure of 8,944,000.<sup>1</sup> It is evident that labor unions are growing rapidly. As of December 31, 1947, the total employment of the country was 60,216,000.<sup>2</sup> Labor union membership is therefore one-fourth the total labor force of the country. Since reliable figures are not available as to the number of union members in each industry, it is not possible to state the real significance of the above figures. However, it seems that one-fourth of the working population should have recognition in our school textbooks.

#### Making The Instrument

An outline which contained those items that labor deems necessary for high school students to know was drawn up by the following procedure. The writer would have liked to

<sup>1</sup>Department of Labor, Membership of Labor Unions in the United States. Washington, D.C.: Bureau of Labor Statistics, 1947, 2.

<sup>2</sup>Department of Commerce, Current Population Reports. Washington, D.C.: Bureau of Census, Dec. 5, 1947, 2.



obtain all the items from labor representatives, but it was thought that better response in developing the outline would be achieved if there was something to work on. A short list of items was therefore devised from suggestions by Mark Starr,<sup>1</sup> Educational Director of the Ladies' Garment Workers' Union, with a few items by the writer included. The list follows:

Knights of Labor  
A. F. L.  
I. W. W.  
C. I. O.  
Haymarket Riot 1886  
Homestead Strike 1892  
Pullman Strike 1894  
Police Strike 1919  
N. L. R. A. 1935  
War Labor Board 1942  
Ironclad Oath  
Black List  
Injunction  
Strike  
Picket  
Closed Shop  
Union Shop  
Position of Labor in Society  
Union Functions  
Union Organization  
Life Wages Instead of Hourly  
T. V. Powderly  
S. Gompers  
J. Mitchell

The above list was submitted to Mr. A. Kalish, a member of the Massachusetts Educational Committee of the American Federation of Labor, who approved the items in the original outline and made many additions. The revised list was approved by Mr. G. Kalbe, editor of the Massachusetts C. I. O. News. It is acknowledged from the above procedure that suggestions

<sup>1</sup>Starr, Mark, "What Should Schools Teach About Unionism?" Harvard Educational Review. 12 (Oct. 1942), 381-390.

and the more conventional with which it is associated. In addition and perhaps most important, the concept of "public" and "private" has been transformed and redefined. The public sphere is no longer limited to the political and economic domains, but has expanded to include the cultural, the aesthetic, and the spiritual, and includes such areas as art, religion, and education.

The concept of "public" has also been extended to include the individual, the family, and the community. The individual is no longer seen as a separate entity, but rather as a member of a larger social group. The family is no longer seen as a private institution, but rather as a public institution that serves the needs of the community. The community is no longer seen as a collection of individuals, but rather as a collective entity that is responsible for the well-being of its members. This shift in perspective has led to a greater emphasis on the importance of community involvement and participation in the public sphere.

These changes have had a significant impact on the way we live our lives and the way we interact with each other. They have led to a greater sense of interconnectedness and a recognition that we are all part of a larger whole. This has led to a greater emphasis on cooperation and collaboration, and a recognition that we must work together to address the challenges we face. It has also led to a greater appreciation of the value of diversity and the importance of尊重和包容不同观点和背景的人们.

Overall, the shift from a traditional to a modern perspective has had a profound impact on the way we live our lives and the way we interact with each other. It has led to a greater appreciation of the value of diversity and the importance of尊重和包容不同观点和背景的人们.

by the writer might have influenced the inclusion of a few items. Nevertheless, the final outline represents the case for labor in school textbooks as approved by representatives of the two largest national unions. The following is the revised outline used in the study:

Commonwealth vs. Hunt Decision 1842  
Eight Hour Day Law for Government Employees 1868  
Clayton Act 1914  
War Labor Board W. W. I  
Norris-LaGuardia Act 1932  
N. L. R. A. 1935  
Fair Labor Standards Act 1938  
War Labor Board 1942  
Haymarket Riot 1886  
Homestead Strike 1892  
Pullman Strike 1894  
Miners' Strike 1902  
Police Strike 1919  
Yellow-dog Contracts  
Black List  
Injunction  
Private Detectives  
Molly Maguire  
Picket  
Sit-down Strike  
Boycott  
Strike  
Closed Shop  
Union Shop  
Open Shop  
Company Union  
Union Organization  
Union Functions  
Position of Labor in Society  
Life Wages Instead of Hourly  
Union Dues  
Closed Shop as Employment Agency  
Wage Incentive Systems  
Apprentice Training  
Seniority Rule  
Child Labor  
Department of Labor  
Labor Costs  
Socialist Party  
Labor Racketeers

and in the afternoon and evening will be made and the next day  
will have our excursion and then park and hotel will be used.

The arrangements to provide us with our traps, traps and  
bait will be made by Mr. Ladd and myself and will

be ready at 10 A.M. on Friday.

After breakfast there will be time to go to the  
newly opened museum and get up to date

on the latest developments.

Then we will go to the

old town hall

and see the old

and new buildings

and the old

and new

Knights of Labor  
A. F. L.  
I. W. W.  
C. I. O.  
T. V. Powderly  
S. Gompers  
E. Debs  
J. Mitchell  
J. Lewis

A work sheet was set up to conduct the analysis. One column consisted of the above items. The next three columns were set up to evaluate the treatment of the item in the text. The second column was checked if the treatment of the item was biased in favor of labor. The third column was checked if the treatment was unbiased. The fourth column was checked if the treatment of the item was biased against labor. The work sheet is presented on Page 7. A fifth column could have been added to show the inclusion of a discussion of the item in the textbook, but this information can be gained by noting if the second, third, and fourth columns are checked. The work sheet therefore complies with the purpose of the study, the treatment of the material in the texts and presence or absence of bias in such treatment.

The author recognizes the limitations of one judge as to the determination of bias. It would have been more desirable to have had several investigators do the rating to obtain higher validity. To partially compensate for this weakness, two books were examined again after two weeks' interval with the same results. It is not expected that this technique

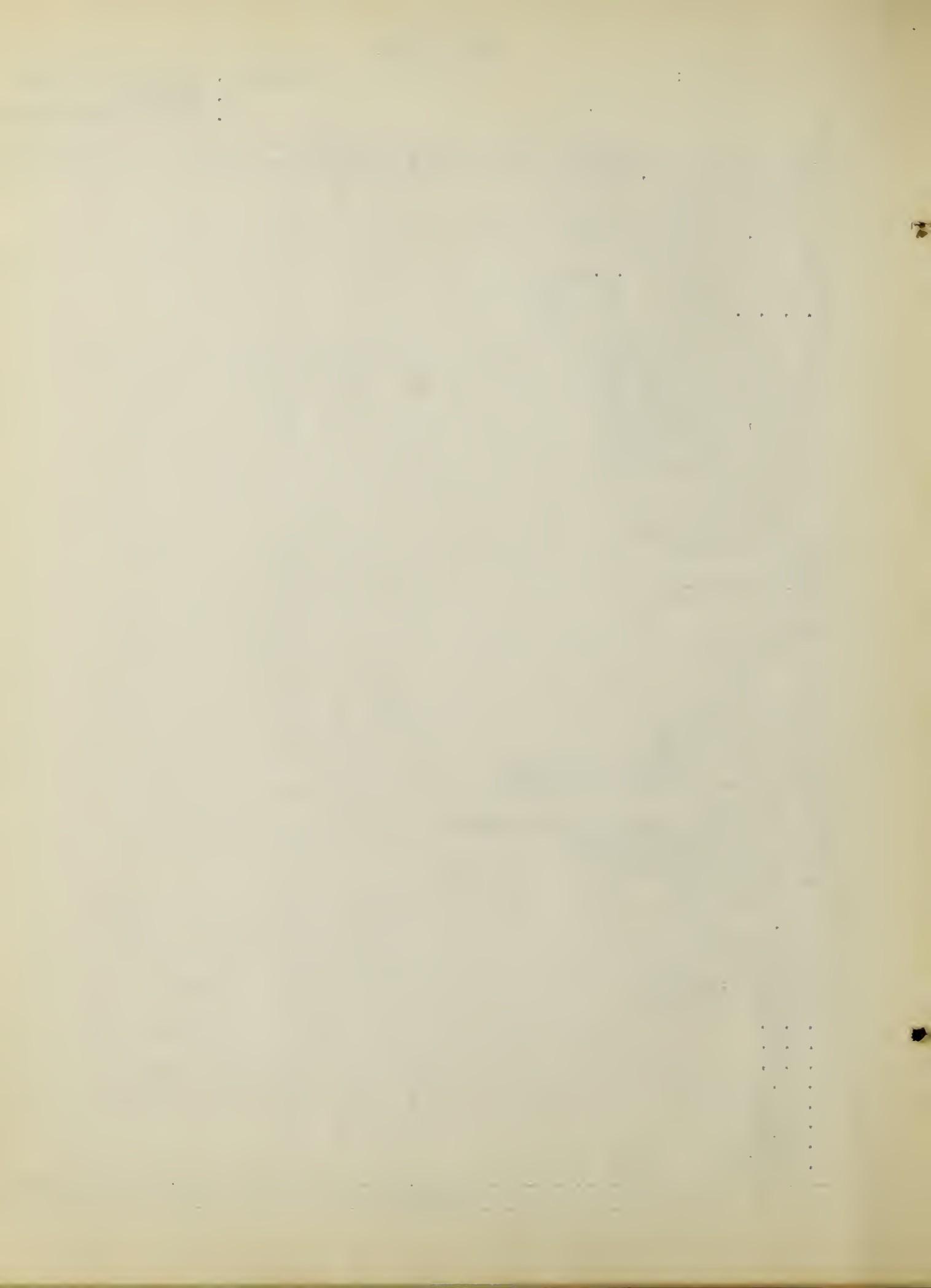


Work Sheet

Name of book:

- Column 1. Biased for Labor  
 2. Unbiased  
 3. Biased Against Labor

	1	2	3
Commonwealth vs. Hunt			
Decision 1842			
8 Hour Day for			
Govt. Employees 1868			
Clayton Act 1914			
War Labor Board W.W.I			
Norris LaGuardia Act 1932			
N.L.R.A. 1935			
Fair Labor Standards 1938			
War Labor Board 1942			
Haymarket Riot 1886			
Homestead Strike 1892			
Pullman Strike 1894			
Miners' Strike 1902			
Police Strike 1919			
Yellow-dog Contracts			
Black List			
Injunction			
Private Detectives			
Molly Maguire			
Picket			
Sit-down Strike			
Boycott			
Strike			
Closed Shop			
Union Shop			
Open Shop			
Company Union			
Union Organization			
Union Functions			
Position of Labor in Society			
Life Wages Instead of Hourly			
Union Dues			
Closed Shop as Employment Agency			
Wage Incentive Systems			
Apprentice Training			
Seniority Rule			
Child Labor			
Dept. of Labor			
Labor Costs			
Socialist Party			
Labor Racketeers			
Knights of Labor			
A.F.L.			
I.W.W.			
C.I.O.			
T. V. Powderly			
S. Gompers			
E. Debs			
J. Mitchell			
J. Lewis			
TOTAL			



is comparable to the use of more than one analyst for the second examination was from the same point of reference.

#### The Textbooks Used

The textbooks used in this study were obtained from the textbook libraries of the Boston Public Library and the Harvard Graduate School of Education and the Resources Library of the Boston University School of Education. It was decided that textbooks in United States History, Civics, Economics, and Problems of Democracy would be used. According to the Supervisor's Report on Secondary Education in Massachusetts, these are the subjects taken most during the year 1940-41 in social studies in this state as shown by the following table:

SUBJECT	NUMBER OF PUPILS TAKING SUBJECT
United States History and Civics	45,649
Community Civics	13,996
Economics	10,858
Problems of Democracy	9,816
Sociology	2,690

Figure 1. Number of pupils taking social studies in Massachusetts in the year 1940-41 listed according to subjects.

It was thought that consideration of existing practice in reference to numbers taking courses would be most practical. These figures are for one year and do not indicate the number of pupils taking the courses during their four years in high

---

Office of Supervisor of Secondary Education, Supervisor's Report. Massachusetts Department of Education, Boston, 1941. Figures were used for the year 1940-41 as the office thought these figures were more normal than more recent ones.

and the 200000 members of the party and their families  
are scattered over the country and in the United States

Local units

and these are grouped into 10000 local units,  
which have separate offices, funds and the right to elect their own  
general leaders or state committees. From these units  
further units are organized, the higher organization being the  
districts, which consist of several local units. These districts  
are further subdivided into smaller units, which are known  
as local units. These local units are known as the nucleus of  
the party.

Each local unit has its own office and  
is responsible for its own work.

Each local unit  
is responsible for its own work.

Each local unit has its own office and  
is responsible for its own work.

Each local unit has its own office and  
is responsible for its own work.

Each local unit has its own office and  
is responsible for its own work.

school. The figures are for one state and therefore the national picture might be changed. The textbooks used in the study were:

### History

Adams, James Truslow, and Charles Garrett Vannest, The Record of America. New York: Charles Scribner's Sons, 1946.

Barker, Eugene C., and Henry Steele Commager, Our Nation. Evanston, Illinois: Row, Peterson and Company, 1941.

Canfield, Leon H., Howard B. Wilder, and others, The United States in the Making. Boston: Houghton Mifflin Company, 1942.

Faulkner, Harold Underwood, and Tyler Kepner, America, Its History and People. New York: Harper and Brothers, 1948.

Gavian, Ruth Wood, and William A. Hamm, The American Story. Boston: D. C. Heath and Company, 1945.

Guitteau, William Backus, The History of the United States. Boston: Houghton Mifflin Company, 1942.

Muzzey, David Saville, A History of Our Country, Boston: Ginn and Company, 1946.

Riegel, Robert E., and Helen Haugh, United States of America, A History. Boston: Charles Scribner's Sons, 1947.

Wirth, Fremont P., The Development of America, Boston: American Book Company, 1942.

Yarbrough, William Henry, Clarence Vernon Bruner, and Herbert French Hancox, A History of the United States for High Schools. Chicago: Laidlow Brothers, 1943.

### Civics

Blough, G. L., and C. H. McClure, Fundamentals of Citizenship. Chicago: Laidlow Brothers, 1940.

Edmonson, James B., and Arthur Dondineau, Civics in American Life. New York: The MacMillian Company, 1940.

and the only conditionality involved was that it would be used "for the  
protection of the public interest with reference to the interests of

the public."

### ARTICLE II.

ARTICLE II. That the President and the Senate may, by joint resolution, make any  
such modification or limitation of the powers of the President as they may see fit.

ARTICLE III. That the President may, by executive order, make any  
such modification or limitation of the powers of the President as he may see fit.

ARTICLE IV. That the President may, by executive order, make any  
such modification or limitation of the powers of the President as he may see fit.

ARTICLE V. That the President may, by executive order, make any  
such modification or limitation of the powers of the President as he may see fit.

ARTICLE VI. That the President may, by executive order, make any  
such modification or limitation of the powers of the President as he may see fit.

ARTICLE VII. That the President may, by executive order, make any  
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ARTICLE VIII. That the President may, by executive order, make any  
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ARTICLE IX. That the President may, by executive order, make any  
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ARTICLE X. That the President may, by executive order, make any  
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ARTICLE XI. That the President may, by executive order, make any  
such modification or limitation of the powers of the President as he may see fit.

### ARTICLE XII.

ARTICLE XII. That the President may, by executive order, make any  
such modification or limitation of the powers of the President as he may see fit.

ARTICLE XIII. That the President may, by executive order, make any  
such modification or limitation of the powers of the President as he may see fit.

### Civics (Continued)

Hughes, R. O., Building Citizenship. Boston: Allyn and Bacon, 1939.

Muthard, William M., Stanley M. Hastings, and Cullen B. Gosnell, Democracy in America. New York: Newson and Company, 1947.

Woodburn, James Albert, and Thomas Francis Moran, Active Citizenship. New York: Longmans, Green and Company, 1939.

### Economics

Bohlman, Herbert W., and Edna McGaull Bohlman, Our Economic Problems. Boston: D. C. Heath and Company, 1942.

Fay, Charles Ralph, and William L. Moore, Economics in Everyday Life. Boston: Ginn and Company, 1939.

Hughes, R. O., Fundamentals of Economics, Boston: Allyn and Bacon, 1938.

Patterson, S. Howard, A. W. Selwyn Little, and Henry Reed Burch, American Economic Problems. New York: The MacMillan Company, 1941.

### Problems of Democracy

Arnold, Joseph Irwin, Challenges to American Youth, Evanston, Illinois: Row, Peterson and Company, 1940.

Blaich, Theodore P., and Joseph C. Baumgartner, The Challenge of Democracy. New York: Harper and Brothers, 1947.

Gavian, Ruth Wood, A. A. Gray, and Ernest R. Groves, Our Changing Social Order. Boston: D. C. Heath and Company, 1947.

Kidger, Horace, Problems of American Democracy. Boston: Ginn and Company, 1940.

Patterson, S. Howard, A. W. Selwyn Little, and Henry Reed Burch, Problems in American Democracy. New York: The MacMillan Company, 1940.

O'Rourke, L. J., Our Democracy and Its Problems, Boston: D. C. Heath and Company, 1942.

## Constitutional Law

and the law of the land. Constitutional Law is the law which

gives the power and authority to Government to rule the country  
according to the Constitution of India and Constitutional Law is

the law which gives power to the Government to rule the country  
according to the Constitution of India.

## Constitution

Constitution is the law which gives power to the Government to rule the country  
according to the Constitution of India.

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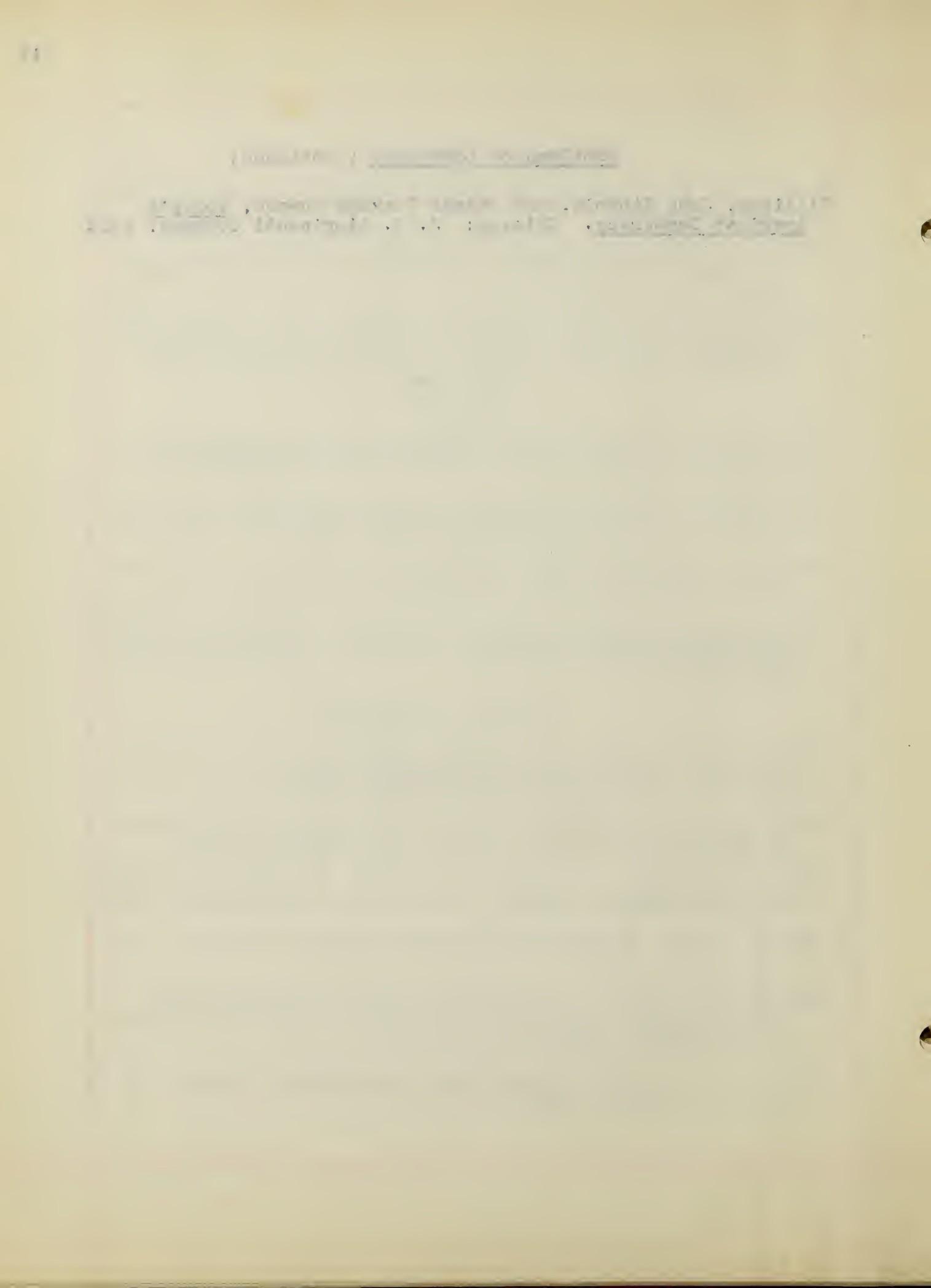
Constitutional Law is the law which gives power to the Government to rule the country  
according to the Constitution of India.

Constitutional Law is the law which gives power to the Government to rule the country  
according to the Constitution of India.

Constitutional Law is the law which gives power to the Government to rule the country  
according to the Constitution of India.

Problems of Democracy (continued)

Williams, John Lincoln, and Palmer Peckham Howard, Today's American Democracy. Chicago: J. B. Lippincott Company, 1943.



## Chapter II

### Review of Research

The research in this chapter covers studies on controversial subjects, the quantitative treatment of labor in courses of study, the relation of vested interests to the broadening of our democracy, and bias.

Labor by its very nature is controversial. The C. I. O. or the A. F. L., open shop or closed shop, and sympathetic strikes are evidences of controversy concerning labor. Several studies have been conducted which indicate the failure of schools to adequately cover material on controversial subjects.

Lundberg<sup>1</sup> broke down the objectives of social studies into thirty-two parts, reporting the amount of space given to each under two criteria: "purposive inclusion" containing that material which the author used to reach the related object; "unit organization" pertaining to a whole development in itself or an integral part of a whole development. Twenty-five texts were used. Controversial items, such as Economic Planning, Socialism, and Communism received meager treatment. Economic Planning received the best treatment, yet an average

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<sup>1</sup>Lundberg, George Dewey, Political, Social, and Economic Objectives as Treated in Recent Social Studies Textbooks: A Quantitative Analysis. Unpublished Master's Thesis, Boston University School of Education, 1934.

and all subjects' responses showed a clear absence of self-control. In addition, participants with a history of substance abuse will be measured against a control group of non-substance abusers, who will also be measured against a group of individuals with a history of mental health problems. This will allow us to examine whether the associations between mental health problems and self-control are specific to mental health or are more general.

Self-control has been conceptualized as a personality trait, and it has been suggested that self-control may be associated with personality traits such as extraversion and conscientiousness (McCrae et al., 1990). Self-control has also been linked to social desirability and locus of control (Kanouse & Rosenstock, 1973). Self-control has also been linked to social support (Kanouse & Rosenstock, 1973) and to social support (Kanouse & Rosenstock, 1973).

of only fifteen pages (3.3%) were devoted to the topic, the average itself based on three out of twenty cases of inclusion. The study revealed that currently significant material was not adequately covered. As an example, only 4.1% of space was devoted to race relations, this figure based on seven out of twenty-five inclusions.

Turner's purpose was to discover those factors within and without the school which condition classroom presentation and discussion of important, current, controversial items of a social or economic nature.<sup>1</sup> Thirty issues were used. Teachers in the area of six cities indicated that sixty percent of the issues had been presented, but the author stated that there was evidence that a considerably lower percentage were adequately handled. Regarding outside pressure, twenty-three teachers mentioned instances wherein influence was exerted, capitalistic interests ranking first, superintendents of schools second, and the principal third. Two-thirds of the seventeen texts used in the area contained practically nothing on the topics. Magazines were recommended for reading in almost reverse order to their value as a bases for the study of controversial issues.

<sup>1</sup> Turner, Rex H., "Controversial Issues in Six Cities," Clearing House. 11 (Dec. 1936), 207-211.



Bosch<sup>1</sup> analyzed ten problems of democracy texts to find if they provided for problem recognition and problem solving. Each problem was rated on a five point rating scale according to nine criteria: opportunities for problem recognition; impartiality of the data; suggestions for solutions; difficulty of reading matter for age groups; alternative solutions; clearness of illustrations; clearness of maps, charts, and figures; collateral readings; and inclusions of other activities. The highest rated book received 101 out of a possible 153 top ratings, while the lowest received 4 out of the 153. Social security received the highest number of top ratings with 69 out of a possible 90. She concluded that the texts tended to avoid controversial aspects of the problems and that not one of the books were adequate for the present (1945) need.

Levine's study<sup>2</sup> was based on thirteen history texts in use in the New York schools according to four quantitative and two qualitative criteria. It compounded the pages given to each problem (fifteen problems were used) throughout U. S. history, since 1918, since 1929 (to 1937), and compared with the space given to wars. The qualitative criteria applied were: Does the author treat the problem as a major problem of the United States? Does the content provoke critical thinking

<sup>1</sup> Bosch, Dorothea Irene, An Analysis of Textbooks in Problems of Democracy. Unpublished Master's Thesis, Boston University School of Education, 1945.

<sup>2</sup> Levine, op. cit., 161-166.



on current issues and controversial items relating to the problem? The range given to the problems throughout U. S. history in the texts was 83 to 263 pages, since 1918 the range was 7 - 94, since 1929 it was 0 - 32 pages, and the average space given to wars constituted 18%, while the problems used received an average of 22%. Most of the texts failed to treat the problems as major problems of contemporary life. The importance of Education, Transportation, Corruption, and Propaganda was unrecognized in most books. Only five percent of the texts call attention to specific issues relating to present labor problems. He concluded that there was not enough information to understand present issues and controversial elements.

There have been a few studies directly concerning labor in social studies courses and textbooks mostly on space allotment.

Dahl<sup>1</sup> investigated overlapping in forty-one social studies textbooks, fifteen civics, twelve economics, four sociology, and ten problems of democracy. An outline of topics was used in which materials of the social studies were grouped into twenty-four areas. A page count of these areas constituted the study. He found that there was a great deal of similarity between civics and problems texts, the main difference being a greater amount of space devoted to each topic in the

---

<sup>1</sup>Dahl, Edwin J., "The Overlapping of Content Material in Senior High School Science Textbooks," The Historical Outlook. 19 (Feb. 1928), 8087.



latter. Civics and problems texts devote much space to topics usually discussed in economics and sociology. For labor, the average allotment was: civics 2.8%, problems 11.2%, economics 25.9%, and sociology 12.8%.

<sup>1</sup> Brooks presented a check list of forty-eight problems to ninth, twelfth grade pupils, and students of higher learning (adults) to rank for preference of study. Education and crime were first and second choices of grade nine and adults while crime and education ran one and two in grade twelve. The wage earner was far down the list. Labor relations, or unions, was not listed as one of the problems. The first ten problems ranked by grade and twelve were not found peculiar to that grade which the author deems as the grade placement for the subject. Therefore, she concludes that those problems not treated elsewhere in the curriculum should find lodging in this course.

Floyd's study<sup>2</sup> was devoted to overlapping in U. S. history and problems of democracy textbooks. He used the criss-cross technique in which materials in each type of book were analyzed to discover how much the books of one type drew from the substance of the other. One thousand letters were sent to the largest school systems in the country to obtain the basic texts used in each. Thirty-eight cities used five histories

<sup>1</sup> Brooks, Helen Rhoda, "Student Preferences in Problems of Democracy," Harvard Educational Review. 7 (March 1937), 215-223.

<sup>2</sup> Floyd, op. cit., 296-302.



of the study. Twenty-one cities used the four problems books of the study. In the history books political problems received greater treatment than social or economic problems. Labor averaged five percent of the space.

In the problems books it was found that, in general, decades approaching the present received more references. Every decade since 1770 was mentioned, while forty-five percent of dates found in all books were in the period since 1900. 370 items occurred 2,623 times. There was considerable variation in items referred to by texts and most of the references assume knowledge of the historical facts involved.

Stokes<sup>1</sup> compared four texts in use in 1928 (taken from the Floyd study) with those used in 1938 for the change in content. It was found that the problems books of 1938 contained more space, an average of 56,883 lines in 1928 to 71,207 lines in 1938. It was concluded, however, that the emphasis and content changed very slowly. As an example, labor relations took a 1.01% decrease in the proportionate amount of space, which is significant when it is shown that this is a twenty-five percent decrease, for in 1928 labor received 5.82% of space while in 1938, 4.81% was given to it. International relations received a 1.18% increase in proportionate space, the highest. Six additional problems were

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<sup>1</sup> Stokes, J. Burroughs, "The Changing Content of Modern Problems Texts," Social Education. 4 (May 1940), 338-341.



added over the period, Public Opinion, Consumer Economics, Safety, The United States of the Future, National Culture, and City Planning.

Stokes<sup>1</sup> also conducted a study which compared the content of problems courses with recent social trends. Six trends out of twenty-two were selected by thirty-nine frontier thinkers as basic to contemporary life. One of them was the increasing unionization of workers. Courses of study and textbooks were examined in seven cities to discover if these trends were emphasized. It was found that the method of choosing problems revealed a hit-or-miss technique in relation to the six selected trends as study topics.

One study indicated the difference in attitude of labor leaders and business towards public relations. Berry<sup>2</sup> set up a questionnaire to investigate the currently held conceptions of democracy. A five point rating scale was used on ninety-two items which were set up as current-held conceptions as to the meaning of democracy. Three equivalent forms of the items were used. The questionnaire was submitted to 953 people from six groups, graduate students, business executives, democracy essay contestants, cooperators (interested in co-operative movement), and members of farmers' cooperatives.

<sup>1</sup> Stokes, J. Burroughs, The Relation of Modern Problems Courses to Recent Social Trends. Unpublished Doctor's Thesis, Harvard Graduate School of Education, 1941.

<sup>2</sup> Berry, J. R., Current Conceptions of Democracy, Doctor's Thesis, Bureau of Publications, Teachers College, Columbia University, 1943.

and the other members of the family. The house, with many features  
common to country houses will be built in a style which will harmonize  
with the surrounding landscape. The house will be  
about one thousand feet above sea level and the land  
around it will be well cultivated so that there may be no difficulty in  
obtaining good vegetables. The house will be surrounded by trees and shrubs and  
will be situated in a quiet spot where there will be no disturbance  
from traffic or noise. The house will be built of stone and  
will have a large porch and a small garden in front. The house  
will be well lighted and ventilated and will be comfortable  
and convenient for all purposes. The house will be  
well built and will be a credit to its owners. The house  
will be well situated and will be a pleasure to live in.

Price: \$10,000.00

It is interesting to note that labor leaders were sent forms, but the percentage of return was too insufficient to tabulate, while business executives ranked second in the percentage of returns. In all a forty-four percent return was averaged among the groups used. 56.9% of the items received essential agreement which was set at eighty-three percent, that is, if eighty-three percent agreed on accepting or rejecting the item, essential agreement had been reached. Only two items received one hundred percent agreement. Business men differed more than any other group with a significant difference on fifty-nine items, while the total number of items disagreed on was one hundred twenty-two. Disagreement was determined wherever less than fifty-nine percent agreement occurred in the specific group. Most of the rejections were in the area of economic democracy. Business men were less inclined to guarantee a minimum standard of living for all, were less inclined to accept that the welfare of the individual and the welfare of the group cannot be separated. They rejected such items as this:

"Democracy requires that all men be given such training as seems, in the light of experience, most likely to develop their capacities to the full."<sup>1</sup>

A study of high school textbooks further indicates

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<sup>1</sup>Berry, op. cit., 55.



that we have not yet accepted the ideal of complete democracy in this country. Fraser<sup>1</sup> examined "all the most widely used American school textbooks in history, civics, and economics"<sup>2</sup> to discover how the ideal of obtaining and maintaining equal opportunity for all is treated. He concluded that "not a single American school textbook has the writer found which shows the courage or insight even to raise the problems of what our avowed American ideal of democracy requires or means."<sup>3</sup> He wrote several leading publishers, textbook writers, and professors of the teaching of the social studies asking them, "How satisfactorily do you think that school textbooks deal with the problems of obtaining the American ideal of 'equal opportunity for all'?"<sup>4</sup> Several replied that such a textbook could not be expected to be used in an American community. Apparently, "if a student is encouraged to consider how our crucial economic or other social problems can be solved so that equal, maximum opportunity for all may be obtained, he will tend to reach unduly radical conclusions."<sup>5</sup>

One study concerned bias. Donnally<sup>6</sup> analyzed the textbook treatment in American histories of the Haymarket Riot.

<sup>1</sup>Fraser, Mowat G., "Failure of American Textbooks to Encourage or Explain Democracy," School and Society. 45 (Feb. 13, 1937), 230-232.

<sup>2</sup>Ibid., 230.

<sup>3</sup>Ibid., 230.

<sup>4</sup>Ibid., 230.

<sup>5</sup>Fraser, op. cit., 231.

<sup>6</sup>Donnally, Williams, "The Haymarket Riot in Secondary School Textbooks," Harvard Educational Review. 8 (May 1938), 205-216.



He investigated accounts of the affair by such authorities as A. M. Schlesinger and Ida Tarbell, his final summary being what appears a happy medium between the hysterical newspaper accounts of the time and Howard Fast's highly colored exposition in The American. He then evaluated the textbook accounts in the light of his own findings. Of the eighteen examined written before 1910 only seven mentioned the incident, the histories being largely political and military and ignoring the great economic and social forces of the time. The general tenor revealed a strong anti-foreign bias and quite a hostility to labor. Although the number of textbooks used in the study after 1910 is not mentioned, the later books show as much anti-labor bias as the earlier, only the most recent revealing a more objective approach.

The foregoing research has indicated the space allotment devoted to labor relations. This paper will show the treatment of material in high school textbooks on labor unions combined with an analysis of the extent of bias, for or against labor, exhibited in such treatment. In this paper content is stressed rather than the amount of space given to labor relations.

an additional one or two months. To some, the individual is  
not even fully and effectively off the medication. The  
individual continues to have side effects, and the individual  
continues to take the medication. This is a vicious cycle.  
Individuals who are dependent upon methadone will make  
frequent trips to the doctor's office to obtain more  
and more methadone and frequently complain that they cannot stop  
the medication. Some individuals are unable to function without  
methadone, yet continue to take it. Individuals who are taking  
methadone are likely to be relatively healthy, because it is  
likely that all brain chemicals are normal, and therefore, there is  
little chance of side effects such as constipation, nausea, and  
drowsiness. Methadone is also relatively safe, and it is not  
addictive.

The major side effect of methadone is constipation, which  
individuals will experience frequently. In addition to constipation,  
individuals may experience tachycardia, or an increase in heart beat, or  
palpitations. These effects are usually not too serious, and do not last long.  
Individuals may also experience drowsiness, and confusion, and  
these side effects are usually not serious.

### Chapter Three

The record of the analysis was tabulated on the worksheets, an example of which is included in the first chapter. The figures used in this chapter were compiled from four master sheets which were tabulated from the worksheets. The master sheets are in the Appendix.

#### Analysis of the Extent of Treatment

Figure 3 lists the items of the outline according to their frequency of occurrence in the textbooks used. The highest possible score for each item was twenty-seven, the number of textbooks examined. The possible score if all the items were covered in all books was 1323, but the actual score was 540, forty-one percent of the possible cases of inclusion. The textbooks as a whole therefore do not approach covering the case for labor as outlined in the first chapter. The first five items with their score follows:

<u>Item</u>	<u>Score</u>
A.F.L. ....	27
Strike .....	25
N.L.R.A. ....	24
Child Labor .....	24
C.I.O.....	24

Figure 2. The first five highest rated items.

The A. F. L. was first with a perfect score of twenty-seven while Labor Costs was last receiving treatment in none of

## Introduction

comes will do you more good than any other and the greater will  
probably result from the following advice. It follows on a previous  
page that every additional opportunity which the other members have  
of the party to contribute and help themselves ought to be given them  
as far as possible, but it is also well to remember that the other members

## Opportunities for helping one another

are probably better suited to your own particular needs.

It is best, therefore, not to concentrate all your efforts at one  
point, especially if that point is not your strongest suit.  
Instead, it is better to take up several smaller tasks. In this way  
you can help others in their difficulties and at the same time  
concentrate on your own specialities. You can always find  
other members who are good at certain things and  
who would appreciate your help. If you concentrate on  
one task, you will probably be less effective.

Task	Person
Planning	John
Organizing	Paul
Marketing	Mike
Production	Steve
Quality Control	Tom
Customer Relations	Susan
Finance	David
Logistics	Chris

With this plan in mind, you can easily see how each member

can contribute to the success of the business.

In addition, there are many other opportunities for members to help each other.

ITEM	SCORE
A. F. L.	27
Strike	25
N. L. R. A. 1935	24
Child Labor	24
C. I. O.	24
Fair Labor Standards Act 1938	21
Picket	21
Injunction	20
Knights of Labor	20
J. Lewis	20
Boycott	18
Black List	17
Closed Shop	17
Sit-down Strike	16
Position of Labor in Society	16
Company Union	15
S. Gompers	15
Open Shop	14
Clayton Act 1914	12
Norris-LaGuardia Act 1932	12
I. W. W.	12
Dept. of Labor	11
Miner's Strike 1902	11
Yellow-dog Contracts	11
Pullman Strike 1894	10
Private Detectives	10
Wage Incentive Systems	9
Homestead Strike 1892	8
T. V. Powderly	7
E. Debs	7
War Labor Board 1942	6
J. Mitchell	6
Haymarket Riot	5
War Labor Board W. W. I	5
Union Functions	5
Labor Racketeers	5
Union Organization	4
Socialist Party	4
Eight Hour Day for Govt. Employees 1868	3
Molly Maguires	3
Union Shop	3
Life Wages Instead of Hourly	3
Union Dues	3
Apprentice Training	3
Commonwealth vs. Hunt Decision 1842	2
Police Strike 1919	2
Seniority Rule	2
Closed Shop as Employment Agency	2
Labor Costs	0

Figure 3. Items listed according to frequency of occurrence.  
Possible score, 27.

TO EXAMINE ALL DOCUMENTS RELATING TO THE  
TRANSPORTATION OF THE  
CIVILIAN POPULATION

the books. It is evident that information concerning the advantages and activities of unions has received meager treatment. Such neglect includes the items Union Functions with an inclusion of five, Union Organization with four, and Apprentice Training and Union Dues with three. One topic, the Commonwealth versus Hunt Decision, 1842 which allowed the organization of unions, receives recognition in only two books. Some of the texts were written before 1942, thus, the score of six by the topic War Labor Board 1942 is inaccurate.

Figure 4 lists the topics having perfect scores within a subject, that is, all textbooks in a subject contain treatment of the topic. Economics has the highest number with eight,

American History

N.L.R.A. 1935  
Pullman Strike 1894  
Miners' Strike 1902  
Strike  
Knights of Labor  
A. F. L.

Problems of Democracy

Fair Labor Standards Act 1938  
Black List  
Picket  
Strike  
A. F. L.  
C. I. O.

Economics

N.L.R. A.  
Black List  
Picket  
Boycott  
Closed Shop  
Company Union  
Child Labor  
A. F. L.

Civics

Child Labor  
A. F. L.

Figure 4. Topics receiving perfect score within a subject.

American History and Problems next with six, and Civics last with two.



Figure 5 shows the average number of items included in the textbooks according to subjects. American History was

<u>Subject</u>	<u>Score</u>
American History.....	23.4
Problems of Democracy.....	21.2
Economics.....	19.2
Civics.....	19.2

Figure 5. Average number of items treated by textbooks according to subjects.

was the first, Problems of Democracy second, Economics third and Civics fourth. Since the highest average in these subjects is less than one-half the total number of items of the outline, it is evident that generally the textbook in each subject is inadequate for covering labor relations.

#### Bias

<u>ITEM</u>	<u>SCORE</u>
Strike .....	8
Haymarket Riot 1886.....	4
Sit-down Strike.....	3
Molly Maguire.....	3
Position of Labor in Society.....	3
Homestead Strike 1892.....	2
Pullman Strike 1894 .....	2
Company Union.....	2
Knights of Labor.....	2
War Labor Board 1942.....	1
Picket.....	1
Boycott.....	1
Open Shop.....	1
Closed Shop.....	1
Socialist Party.....	1
Labor Racketeers.....	1
I.W.W. .....	1
C.I.O. .....	1
T.V. Powderly.....	1

Figure 6. Items arranged in order of number of items showing bias against labor.

moreover, and we have spoken of some of them  
as probably natural, evidence of genuine selection will  
not be

### Genotype      Phenotype

Let us consider first the case where  
the genotype is known, and the phenotype  
is unknown. This is the case of

most of our common diseases, and though  
we need not go into details,  
it is clear that inheritance

of a disease may be transmitted by one factor, which will also  
be present in normal people, and which makes the  
one who has it more likely to contract the disease, and which  
can be modified by different environmental conditions.  
In other words, heredity does not stamp out children

### Phenotype

#### Phenotype      Genotype

Let us consider now the case where  
the phenotype is known, and the genotype  
is unknown. This is the case of

most of our common diseases.

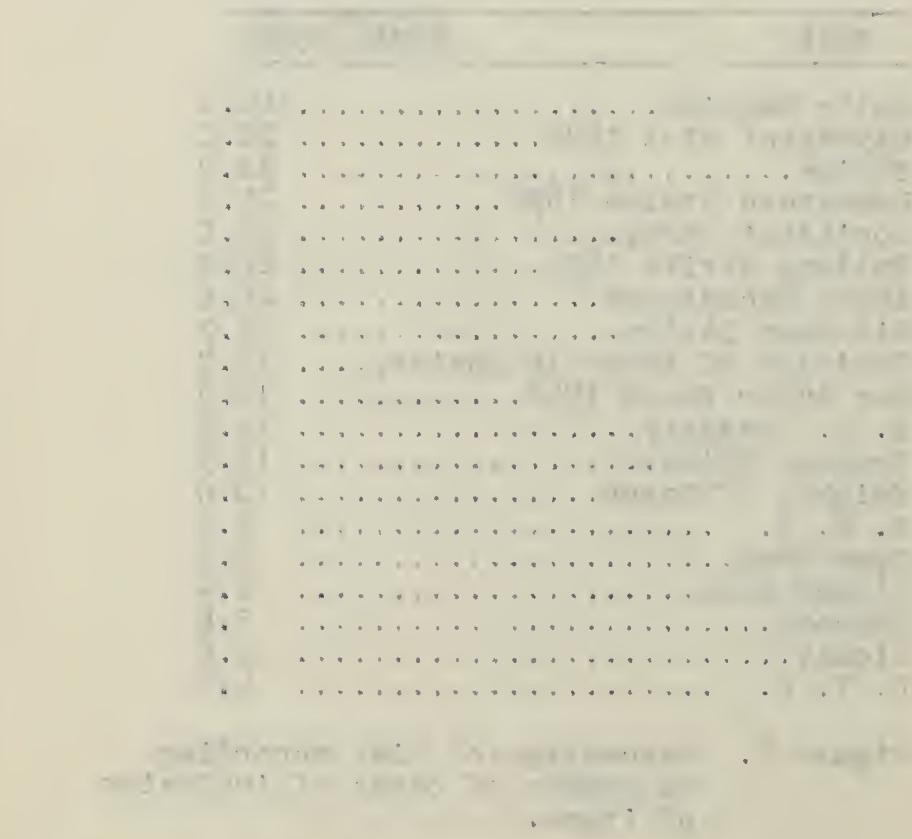
The total number of instances showing bias against labor was thirty-nine, which is 7.2 percent of the total number of items rated. Nineteen items shown in Figure 6 were rated at least once for showing bias against labor. The item with the highest rating was Strike with eight. It is evident, however, that the percentage score as to the relation between the total number of inclusions of an item and the number of times the item evidenced bias against labor would be more significant. This method of rating is shown in Figure 7. The item Molly Maguire by this tabulation is highest with

ITEM	PERCENT OF TOTAL SCORE
Molly Maguire.....	100.0
Haymarket Riot 1886.....	80.0
Strike.....	32.0
Homestead Strike 1892.....	25.0
Socialist Party.....	25.0
Pullman Strike 1894.....	20.0
Labor Racketeers.....	20.0
Sit-down Strike.....	18.7
Position of Labor in Society....	18.7
War Labor Board 1942.....	16.6
T. V. Powderly.....	14.3
Company Union.....	13.3
Knights of Labor.....	10.0
I. W. W. ....	8.3
Open Shop.....	7.1
Closed Shop.....	5.9
Boycott.....	5.6
Picket.....	4.6
C. I. O. .....	4.2

Figure 7. Percentage of bias according to number of cases of inclusion of items.

one hundred percent, taking the place of Strike in Figure 5. As might be expected, most of the items treated with bias

Another time I went to the library to look up some  
books about the environment. I found some good books like "The  
Great Green Grid" which was written by Charles Fiterman. It  
wasn't a book about recycling, but it talked about how to  
protect the environment. I also found a book called "Green  
Building" which was written by Michael Reynolds. This book  
talked about how to build houses that were energy efficient and  
environmentally friendly. Both books had a lot of good information and  
I learned a lot from them. I would highly recommend both books  
to anyone who wants to learn more about recycling and  
protecting the environment.



Overall, I enjoyed reading these books because they taught me  
a lot about the environment and how to protect it.

against labor are those inherently controversial, especially the items Molly Maguire and Haymarket Riot 1886. It is pointed out that the evaluation concerns bias against labor in relation to the item, not bias exhibited towards the item.

SUBJECT	AVERAGE NUMBER OF ITEMS SHOWING BIAS
American History.....	3.00
Economics.....	.80
Problems of Democracy.....	.43
Civics.....	.40

Figure 8. Comparison of average number of items showing bias against labor by subjects.

Figure 8 shows that American History has the highest average of textbooks showing bias against labor and Civics the lowest. Thus, the tendency of American History to contain the most material about labor also tends to show the most bias against it.

One of the purposes of this study was to determine the extent of the treatment of the textbooks used according to bias shown in favor of labor. Seven instances were found of such treatment, but not more than one instance was checked in regard to any topic. Therefore, further consideration of this aspect of the study will not be conducted.

From the above analysis, it is evident that the tendency to show either bias for or against labor is very small.

8 6 2 5 9 4 9 0 6 9 8 0 9 1 7 9 2 7  
9 8 2 3 9 4 2 9 0 9 6 9 8 9 3 9 4 9 5 9  
0 7 2 9 6 3 9 8 9 9 9 9 9 9 9 9 9 9 9 9  
1 0 9 7 9 6 9 5 9 4 9 3 9 2 9 1 9 0 9 9

## Analysis of The Textbooks

### History

The first book examined was The Record of America by J. T. Adams and C. G. Vannest. As shown in Figure 9, seventeen items of the outline were included in this textbook which is below the average of 23.4 for the books of this study as a whole. One case of bias was shown against labor, that in reference to the C. I. O. None of the items that explain the nature and activities of labor unions are included in this book. The topics that are mentioned are, on the whole, not well developed and are not organized into a comprehensive picture. The writer therefore concludes that this text, in the main, is inadequate for the study of labor.

The second book to be examined was Our Nation by E. C. Barker and H. S. Commager. Three cases of bias were evidenced in this book, one for labor and two against. All the labor unions and all the leading labor leaders used in the outline were mentioned in this text. The Position of Labor in Society was well brought out. However, only twenty-one of the items were treated.

The third book to be analyzed was The U. S. in the Making by L. H. Canfield and H. B. Wilder. The number of topics covered was thirty, well over the average for the American History group as a whole. Five topics were treated with bias

Answers to the questions.

Ques. 1.

Answers. The second half was therefore more satisfactory  
and it brought up points on which I had not been able to make myself clear. The  
whole question also is clarified well and has all the answers  
in one place. That is very welcome. The questions were asked so  
as to elicit views on each point and probably some one's answer  
will suffice for most of the points. I will say a few words  
about the different types of proofs which we exhibited and discuss  
the other additional points mentioned by Prof. Gödel. We  
only mentioned in our discussion theorems and non-contradiction  
of the first three axioms of Euclidean geometry. It is  
not clear what the fourth axiom means. It is not clear  
what the fifth axiom means. It is not clear what  
the sixth axiom means. It is not clear what the seventh  
axiom means. It is not clear what the eighth axiom means.  
The ninth axiom is not clear. The tenth axiom is not clear.  
The eleventh axiom is not clear. The twelfth axiom is not clear.  
The thirteenth axiom is not clear. The fourteenth axiom is not clear.  
The fifteenth axiom is not clear. The sixteenth axiom is not clear.  
The seventeenth axiom is not clear. The eighteenth axiom is not clear.  
The nineteenth axiom is not clear. The twentieth axiom is not clear.  
The twenty-first axiom is not clear. The twenty-second axiom is not clear.  
The twenty-third axiom is not clear. The twenty-fourth axiom is not clear.  
The twenty-fifth axiom is not clear. The twenty-sixth axiom is not clear.  
The twenty-seventh axiom is not clear. The twenty-eighth axiom is not clear.  
The twenty-ninth axiom is not clear. The thirty-first axiom is not clear.  
The thirty-second axiom is not clear. The thirty-third axiom is not clear.  
The thirty-fourth axiom is not clear. The thirty-fifth axiom is not clear.  
The thirty-sixth axiom is not clear. The thirty-seventh axiom is not clear.  
The thirty-eighth axiom is not clear. The thirty-ninth axiom is not clear.  
The forty-first axiom is not clear. The forty-second axiom is not clear.  
The forty-third axiom is not clear. The forty-fourth axiom is not clear.  
The forty-fifth axiom is not clear. The forty-sixth axiom is not clear.  
The forty-seventh axiom is not clear. The forty-eighth axiom is not clear.  
The forty-ninth axiom is not clear. The fifty-first axiom is not clear.  
The fifty-second axiom is not clear. The fifty-third axiom is not clear.  
The fifty-fourth axiom is not clear. The fifty-fifth axiom is not clear.  
The fifty-sixth axiom is not clear. The fifty-seventh axiom is not clear.  
The fifty-eighth axiom is not clear. The fifty-ninth axiom is not clear.  
The sixty-first axiom is not clear. The sixty-second axiom is not clear.  
The sixty-third axiom is not clear. The sixty-fourth axiom is not clear.  
The sixty-fifth axiom is not clear. The sixty-sixth axiom is not clear.  
The sixty-seventh axiom is not clear. The sixty-eighth axiom is not clear.  
The sixty-ninth axiom is not clear. The seventy-first axiom is not clear.  
The seventy-second axiom is not clear. The seventy-third axiom is not clear.  
The seventy-fourth axiom is not clear. The seventy-fifth axiom is not clear.  
The seventy-sixth axiom is not clear. The seventy-seventh axiom is not clear.  
The seventy-eighth axiom is not clear. The seventy-ninth axiom is not clear.  
The eighty-first axiom is not clear. The eighty-second axiom is not clear.  
The eighty-third axiom is not clear. The eighty-fourth axiom is not clear.  
The eighty-fifth axiom is not clear. The eighty-sixth axiom is not clear.  
The eighty-seventh axiom is not clear. The eighty-eighth axiom is not clear.  
The eighty-ninth axiom is not clear. The ninety-first axiom is not clear.  
The ninety-second axiom is not clear. The ninety-third axiom is not clear.  
The ninety-fourth axiom is not clear. The ninety-fifth axiom is not clear.  
The ninety-sixth axiom is not clear. The ninety-seventh axiom is not clear.  
The ninety-eighth axiom is not clear. The ninety-ninth axiom is not clear.  
The hundredth axiom is not clear.

<u>Author</u>	<u>Title</u>	<u>Score</u>
Faulkner and Kepner -----	<u>America, Its History and People</u> .....	32
Canfield and Wilder -----	<u>The United States in the Making</u> .....	30
Blaich and Baumgartner -----	<u>The Challenge of Democracy</u> ..	29
Muzzey -----	<u>A History of Our Country</u> ...	28
Riegel and Haugh -----	<u>United States of America, A History</u> .....	27
Wirth -----	<u>The Development of America</u> ..	25
Williams and Howard -----	<u>Today's American Democracy</u> ..	25
Arnold -----	<u>Challenges to American Youth</u>	23
Bohlman and Bohlman -----	<u>Our Economic Problems</u> .....	22
Hughes -----	<u>Fundamentals of Economics</u> ...	22
Patterson, Little and Burch	<u>American Economic Problems</u> ..	22
Patterson, Little and Burch	<u>Problems in American Democracy</u>	22
Barker and Commager -----	<u>Our Nation</u> .....	21
Yarbrough, Bruner and Hancox-----	<u>A History of The United States for High Schools</u> .....	20
Gavian and Hamm -----	<u>The American Story</u> .....	18
Muthard, Hastings and Gosnell	<u>Democracy in America</u> .....	18
Adams and Vannest -----	<u>The Record of America</u> .....	17
Hughes -----	<u>Building Citizenship</u> .....	17
Kidger -----	<u>Problems of American Democracy</u>	17
O'Rourke -----	<u>Our Democracy and Its Problems</u>	17
Guiteau -----	<u>The History of the United States</u> .....	16
Fay and Bagley -----	<u>Elements of Economics</u> .....	16
Gavian, Gray and Groves ---	<u>Our Changing Social Order</u> ....	16
Goodman and Moore -----	<u>Economics in Everyday Life</u> ..	14
Blough and McClure -----	<u>Fundamentals of Citizenship</u> .	10
Woodburn and Moran -----	<u>Active Citizenship</u> .....	9
Edmonson and Dondineau -----	<u>Civics in America</u> .....	7

Figure 9. Score of textbooks listed according to author as to number of inclusions of the outline items.



against labor in this book, particularly the term "orgy" in reference to Sit-down Strike. This book contained a discussion of all but one of the legislative acts concerning labor in the outline. The text upheld the theory of public interest in certain kinds of strikes, the subject of which is of much concern today.

The fourth book examined was America, Its History and People by H. U. Faulkner and Tyler Kepner. The largest total number of items of all the textbooks used in this study were discussed by these authors. Thirty-two items were included, but this number is still seventeen less than the total number in the outline. There were two cases of bias in favor of labor and one against. It was one of the two textbooks that mentioned the Commonwealth versus Hunt Decision 1842. The authors have brought the book up to date in labor matters which is shown by a discussion of the Fair Employment Practices Acts of five states. The book seems slightly mature for the average high school student; it was probably written for college preparatory pupils.

The fifth book to be analyzed was The American Story by R. W. Gavian and W. A. Hamm. The treatment of all items discussed in this textbook was unbiased. One item, Seniority Rule, which is one of the basic structures of labor unions, was included. Although the Miners' Strike 1902 was considered, John Mitchell, one of the great leaders in the history of labor, was not mentioned. Eighteen items were discussed.



The sixth book examined was The History of the United States by William Guitteau. This textbook contained four cases of bias against labor or twenty-five percent of the total number of items included in the book. The tendency was to emphasize the lawlessness that frequently accompanies labor disputes. It is interesting to note that an earlier edition of this book was used in Donnally's study summarized in the research chapter in reference to the Haymarket Riot 1886. The account of the incident of the later edition follows:

In Chicago, fifty-thousand laborers went on strike to enforce their demand for an eight-hour day. A band of anarchists, most of whom were alien refugees from Europe, concluded that this was a favorable time for them to put their theories into practice. They had no connection with the strikers, but hoped to win their support. On May 4, 1886, an anarchist leader addressed a mass meeting of workingmen in Haymarket Square. In the midst of his wild harangue a battalion of police broke up the meeting and placed him under arrest. A moment later a bomb was hurled into the ranks of the police, killing seven men and wounding sixty others. Of the ringleaders in this outrage, four were hanged after a fair trial<sup>1</sup>, and two were sent to prison for life.

To anyone familiar with the affair, it is obvious that the facts are inaccurate. Sixteen items were included in this textbook, the lowest total number of items of the American histories analyzed. The treatment of labor by Guitteau is scattered throughout the book with no attempt to cor-

<sup>1</sup>Guitteau William, The History of the United States. Boston: Houghton Mifflin Co., 1942, 534.



relate the accounts as a comprehensive unit.

The seventh book to be analyzed was A History of Our Country by D. S. Muzzey. Muzzey has included a discussion of twenty-eight of the items. Although two were treated with bias in favor of labor, the discussion of nine items revealed bias against labor. The tendency in his accounts of the topics was to tie labor in with Communism, and he finds the Police Strike 1919 "sinister" in its meaning.

The eighth book examined was United States of America, A History by R. E. Riegel and Helen Haugh. Twenty-seven items of the outline were included in this text. Seven items showed bias against labor, one for. A fairly good discussion of Union Dues was found in this text as well as a consideration of the Fair Employment Practices Acts. There was an undue connection between the violence brought on by labor racketeers and labor unions. The impression conveyed is that most of labor in the 1920's was led by gangsters. A consideration of the Smith-Connally Act was given in this book.

The ninth book to be examined was The Development of America by F. P. Wirth. A discussion of the theory of public interest in labor disputes is also developed in this book. Twenty-five items were included, one biased against labor. There is a tendency to over-emphasize labor difficulties during World War Two. Mention is made of the English conspiracy law in regards to the organization of labor, but the Commonwealth versus Hunt Decision 1842 does not receive consideration.



Many of the topics are not developed well enough to make them significant in the minds of the reader.

The tenth book analyzed was A History of the United States for High Schools by W. H. Yarbrough, C. V. Bruner, and H. F. Hancox. This book gives an excellent discussion of early labor unions with an emphasis on the pitiful condition of workers in the early factories. The development of early labor parties is also mentioned. Twenty items are included with no cases of bias. In reference to the weapons used by management in industrial warfare Injunction is described, but no mention is made of the Black List and Yellow-dog Contracts.

#### Problems of Democracy

The eleventh book to be examined was Challenges to American Youth by J. I. Arnold. An enlightening account is given in this book of the problems arising out of the increased number of women entering gainful employment. Twenty-three items are included in this book with one biased in favor of labor. A consideration of Wage Incentive Systems was brought up in this textbook.

The twelfth book examined was The Challenge of Democracy by T. P. Blaich and J. C. Baumgartner. These authors stress the responsibilities of labor in such practices as feather-bedding, jurisdictional strikes, and union raids. They also bring out the opinion that closed shops are monopolies. Included in their discussion is the theory of public

Individuals have been found to use various ways to express their views on the issue. The article and its conclusions

reflect nothing more than my personal view of the issue.

The author's conclusions are based upon his own personal experiences and observations and do not reflect those of other individuals. I am fully aware of the many different types of individuals who have different views on the issue. The author's conclusions are based upon his own personal experiences and observations and do not reflect those of other individuals. I am fully aware of the many different types of individuals who have different views on the issue.

### Conclusion

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interest in labor disputes also put forth in other books of this study. The total number of items found in this book regarding the outline was twenty-nine, the highest total of the Problems of Democracy group. One item was biased in favor of labor.

The thirteenth book to be analyzed was Our Changing Social Order by R. W. Gavian, A. A. Gray, and E. R. Groves. Standards for setting minimum wages is one of the topics of this book. In regard to this topic, the author concludes that for a woman living at home the weekly cost of living in New York City in 1945 was \$32.50, thus such information could be used in setting minimum wages.

The fourteenth book examined was Problem of American Democracy by Horace Kidger. Seventeen items of the outline are discussed in this book including three biased against labor. In his development of Company Union, Kidger practically recommends this type as a possible panacea to the woes of labor relations. His discussion of labor reveals some hostility. In referring to the closed shop, Kidger writes: "In other words a factory owner can hire no non-union person, no matter how clever he may be, to work in a business which the owner has created and developed."<sup>1</sup>

The fifteenth book analyzed was Our Democracy and Its Problems by L. J. O'Rourke. Included in the text is a

<sup>1</sup>Kidger, Horace, Problems of American Democracy. Boston: Ginn and Company, 1940, 192.



section on the problems of insecurity of workers with attempts of the government to legislate to alleviate insecurity such as unemployment insurance, relief and vocational training. Seventeen items are discussed, none biased either way. The topic Labor Racketeers, whose activities have been one of the reasons for gaining disfavor for labor, receives recognition in O'Rourke's presentation of labor problems.

The sixteenth book to be examined was Problems in American Democracy by S. H. Patterson, A. W. Little, and H. R. Burch. This book contains a section on Closed Shop as an Employment Agency which is neglected in most books. A discussion of Wage Incentive Systems, Union Functions, and Position of Labor in Society are contained in this book. Although there are only twenty-two items discussed, it is noted that this textbook tends to include those topics which give a better understanding of today's labor problems.

The seventeenth book was Today's American Democracy by J. L. Williams and P. P. Howard. The authors of this book consider the theory that higher wages increase consumer purchasing power thus adding to the prosperity of the country. They point out the responsibilities of labor in such cases as jurisdictional strikes. Twenty-five items of the outline are considered, none biased. A good discourse is found on the weapons of labor and management, the types of unions, and the activities of unions other than strikes.

more, who seems to prefer the simple, all too familiar  
and sentimental variety of architecture of domestic and  
ecclesiastic buildings. The author's interest, however, is  
not in the middle class, nor in the nobility, but in the  
new upper classes, those who have made their fortune  
and have no other social position, and who are  
therefore anxious to appear as the equals of the nobility.  
The author's object is to show how these new  
aristocrats, who have risen from the middle class, and  
are now the equals of the nobility, are still, in some  
ways, inferior to them. He would like to show that  
these new aristocrats are still, in some ways, inferior  
to the nobility, and that they are still, in some ways,  
inferior to the middle class. He would like to show that  
these new aristocrats are still, in some ways, inferior  
to the nobility, and that they are still, in some ways,  
inferior to the middle class. He would like to show that  
these new aristocrats are still, in some ways, inferior  
to the nobility, and that they are still, in some ways,

### Economics

The eighteenth book to be analyzed was Our Economic Problems by H. W. Bohlman and E. M. Bohlman. As the fundamental proposition of this book is that the goal of our economic society should be the equality of bargaining power between the two parties of an economic transaction, labor relations between unions and management are treated as such a bargain. One whole chapter is devoted to the public and the labor bargain. The best feature of this book is the numerous good charts used to explain the material of the textbook. Twenty-two topics were included, no bias.

The nineteenth book to be examined was Elements of Economics by C. R. Fay and W. C. Bagley. A short discourse is conducted in this text on the evils of sweat-shops, pointing out that their existence is actually a detriment to our economic structure as a whole. Sixteen topics are considered in this text, two exhibiting bias against labor.

The twentieth book examined was Economics in Everyday Life by K. E. Goodman and W. L. Moore. The most interesting features of this textbook are the excellent photographs of various types of workmen in action. Fourteen items are discussed with no bias and with an adequate appraisal of the Position of Labor in Society.

The twenty-first book examined was Fundamentals of Economics by R. O. Hughes. An adequate case is presented of

the same proportion of the total number of  
survivors and the proportion of the total number of the survivors  
survived for less than half a year while 36 individuals took  
over one year to establish a stable life. At present we have  
no standard method of calculating the mean survival  
probability of birds which die in the field. This is  
done differently by different authors. Some calculate  
survival probability from the number of birds still alive  
in different time intervals, others from the number of  
survivors at the end of the experiment. These two methods  
are equivalent if the probability of surviving  
is constant over the entire period of the experiment.  
However, if the probability of surviving changes over  
time, then the survival probability calculated in the  
first way will be higher than the second. This is  
because the probability of surviving for a long time  
is the product of the probabilities of surviving each  
interval. If the probability of surviving is constant  
over time, then the survival probability calculated in  
the first way will be equal to the second. However,  
if the probability of surviving is not constant over time,  
then the survival probability calculated in the first way  
will be higher than the second. This is because the  
probability of surviving for a long time is the product  
of the probabilities of surviving each interval.  
The probability of surviving for a long time is the product  
of the probabilities of surviving each interval.

the need for labor unions and the objectives of labor unions are well defined. Suggestions are made for industrial harmony such as the permission of employees to be represented in the management of the business. Twenty-two items are discussed, two showing bias against labor.

The twenty-second book to be analyzed was American Economic Problems by S. H. Patterson, A. W. Little, and H. R. Burch. The pros and cons of the controversies concerning labor relations are well set forth in this textbook such as the vertical versus the horizontal union and the closed or open shop. Twenty-two items are presented with particular attention given to Life Wages Instead of Hourly.

### Civics

The treatment given to topics of the outline in this group is dilute and the number of items meager as can be seen by reference to the MASTER CHART. Thus, the comments will be brief.

The twenty-third book examined was Fundamentals of Citizenship by G. L. Blough and C. H. McClure. This was one of the few books used in the study that included War Labor Board W. W. I. Ten items of the outline were presented in this textbook, no bias.

The twenty-fourth book to be analyzed was Civics in American Life by J. B. Edmonson and Arthur Dondineau. It included seven items of the outline.

and the report of my travels has now reached me and I am now  
able to furnish you with some additional details. During this pro-  
longed residence at the same time I made many and very  
interesting and useful excursions, sometimes with the local  
people, and sometimes alone.

On the 1st of July I took a boat to the village of Uk, situated on the  
left bank of the Amur about 10 miles from Khabarovsk. This  
is a large village containing about 1000 houses, mostly  
of wood, built upon piles. The houses are built with  
great care and are very comfortable, and there is  
nothing to compare with them in the whole country.  
The people are very hospitable and friendly and

#### Notes

The following will give an idea of what Americans will  
find in our great country. It is good and will be much  
of value to those who are thinking of immigrating to  
the United States.

1. Population. The population of the United States is  
now estimated at 100,000,000. The capital of the U.S. is Washington,  
which is a beautiful city situated on the banks of the Anacostia river. The  
city is surrounded by a large number of fine buildings and  
is a great center of trade and commerce. The people are  
very hospitable and friendly and are willing to help any one  
who may be in need.

### Civics (Continued)

The twenty-fifth book analyzed was Building Citizenship by R. O. Hughes. An adequate presentation of the employer's side of the labor questions is given with attention called to the antipathy shown towards the check-off, a method for the payment of union dues. Seventeen items were discussed, one with bias towards labor.

The twenty-sixth book to be examined was Democracy in America by W. M. Muthard, S. M. Hastings, and C. B. Gosnell. Eighteen items of the outline were presented with one showing bias against labor.

The twenty-seventh book analyzed was Active Citizenship by J. A. Woodburn and T. F. Moran. A fair account is given of changes brought on by the development of large scale production which in turn changed the conditions of workers with the subsequent lag in the development of caring for the worker's new needs. Nine items of the outline were included, no bias .....

The most recent books have a tendency to include more material on labor relations which is shown by the fact that four out of the first five ranked according to the number of topics included have been published since 1945. The most recently published textbook, America, Its History and People (1948 edition), headed the list of textbooks in the number of topics included. Faulkner has also written a book for high



school students on labor in collaboration with Mark Starr.<sup>1</sup>

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<sup>1</sup>Faulkner, Harold Underwood, and Mark Starr, Labor in America.  
New York: Harper and Brothers, 1944.

1970) and the interpretation of what the embryo does.

1970) and the interpretation of what the embryo does.

### Summary and Conclusions

As set down in Chapter One, the purpose of this study was to discover how labor unions were treated in high school textbooks and to what extent such treatment was biased either for or against labor. To secure objectivity on the part of the writer, an outline was formulated in collaboration with two representatives of the two largest national labor unions and the study conducted in relation to this topical outline.

The results of the study show that none of the textbooks were adequate in presenting to high school students material that labor desires them to know. Out of a possible inclusion of 1323 actually 540 items were included in the twenty-seven books used. This is an average of twenty topics per book which is less than half of the forty-nine items of the outline.

On the other hand, the books as a whole show little tendency to be biased either in favor or against labor. Seven cases of bias in favor of labor were found while thirty-nine were found to be biased against labor, 7.2 percent of the total number of items rated.

It was pointed out in Chapter One that the order, according to numbers, of pupils taking courses in social studies was American History, Community Civics, Economics, and Problems of Democracy. From the results of this study, it is



evident that the largest number of pupils will receive the most adequate material on labor unions from the average American History textbook.

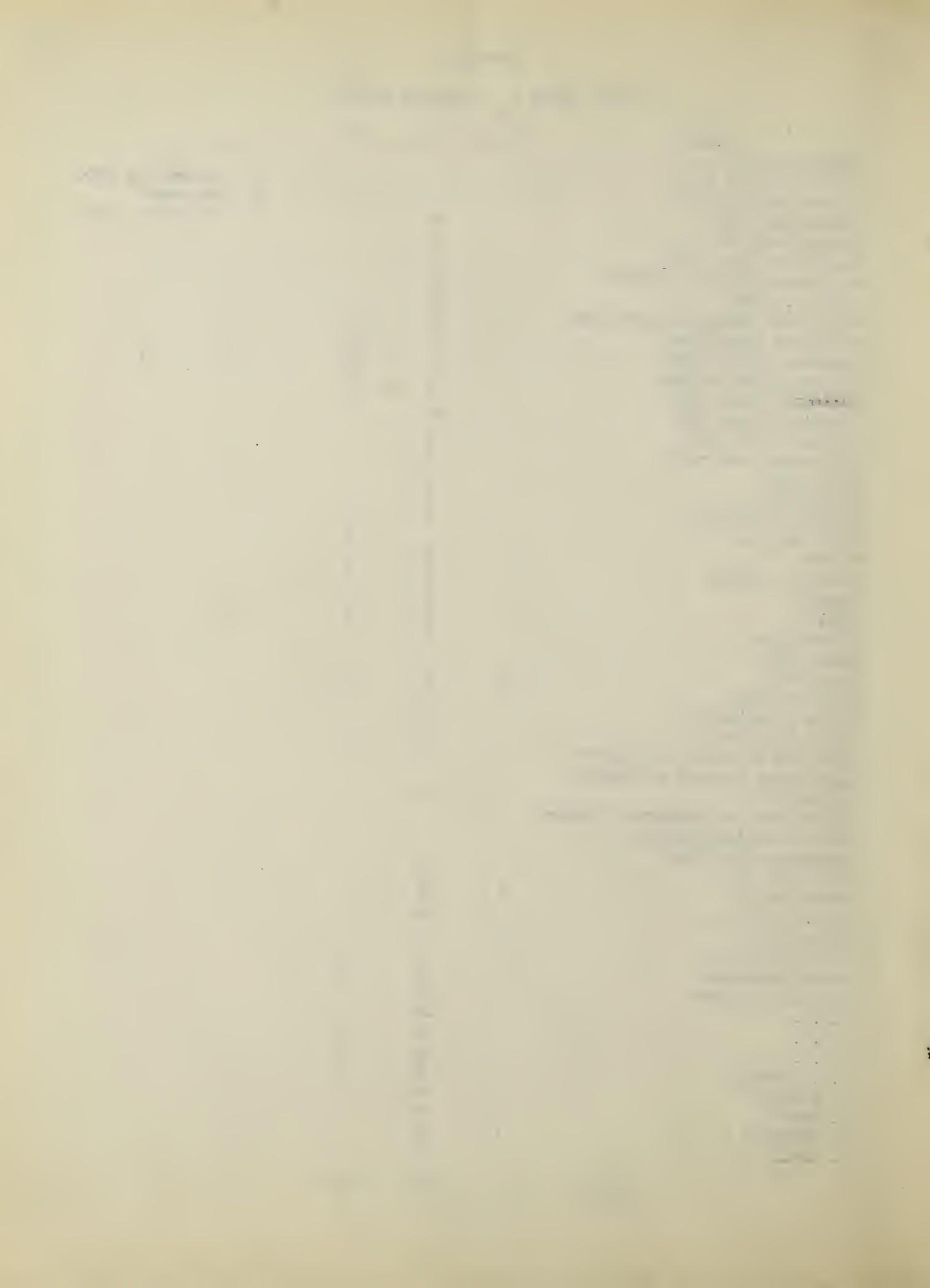
It was also found that the most recent books show a tendency to include more material on labor relations. The point of view of this writer is that such a tendency should be encouraged.

and without this action the former might get away from him  
and never return again. Thus the old man thought it  
would be better to let him go.

## APPENDIX

## MASTER SHEET A - AMERICAN HISTORY

<u>TOPIC</u>	<u>1</u>	<u>2</u>	<u>3</u>
Commonwealth vs.			
Hunt Decision 1842	2		1 - Biased for labor
8 Hour Day for govt.			2 - Unbiased
Employees 1886	3		3 - Biased vs. labor
Clayton Act 1914	9		
War Labor Board W.W.I	4		
Norris-LaGuardia Act 1932	3		
N.L.R.A. 1935	10		
Fair Labor Standards Act 1938	9		
War Labor Board 1942	3	1	
Haymarket Riot 1886	1	4	
Homestead Strike 1892	5	2	
Pullman Strike 1894	8	2	
Miner's Strike 1902	10		
Police Strike 1919	2		
Yellow-dog contracts	2		
Black List	3		
Injunction	8		
Private Detectives	5		
Molly Maguire		3	
Picket	5		
Sit-down strike	2	3	
Boycott	5		
Strike	5	5	
Closed Shop	2		
Union Shop			
Open Shop	1	1	1
Company Union	1	1	1
Union Organization		1	
Union Functions		1	
Position of Labor in Society	4	2	
Life Wages Instead of Hourly			
Union Dues	1		
Closed Shop as Employment Agency			
Wage Incentive Systems			
Apprentice Training			
Seniority Rule		1	
Child Labor	1	8	
Dept. of Labor		4	
Labor Costs			
Socialist Party		3	1
Labor Racketeers		1	1
Knights of Labor		9	1
A.F.L.	10		
I.W.W.		6	1
C.I.O.		8	1
T.V. Powderly		6	1
S. Gompers	1	8	
E. Debs		7	
J. Mitchell	1	5	
J. Lewis		8	
<b>TOTAL</b>	<b>5</b>	<b>199</b>	<b>30</b>



## MASTER SHEET B - PROBLEMS OF DEMOCRACY

<u>TOPIC</u>	1	2	3
Commonwealth vs.			
Hunt Decision 1842			1 - Biased for labor
8 Hour Day for govt.			2 - Unbiased
Employees 1886			3 - Biased vs. labor
Clayton Act 1914		2	
War Labor Board W.W.I			
Norris-LaGuardia Act 1932		5	
N.L.R.A. 1935		6	
Fair Labor Standards Act 1938		7	
War Labor Board 1942		2	
Haymarket Riot 1886			
Homestead Strike 1892			
Pullman Strike 1894			
Miner's Strike 1902			
Police Strike 1919			
Yellow-dog contracts		6	
Black List		7	
Injunction		6	
Private Detectives		4	
Molly Maguire			
Picket		7	
Sit-down Strike		5	
Boycott		5	
Strike		6	1
Closed Shop	1	4	1
Union Shop		1	
Open Shop		4	
Company Union		5	1
Union Organization		2	
Union Functions		3	
Position of Labor in Society		4	
Life Wages Instead of Hourly		2	
Union Dues		1	
Closed Shop as Employment Agency		1	
Wage Incentive Systems		6	
Apprentice Training		2	
Seniority Rule		1	
Child Labor	1	4	
Dept. of Labor		3	
Labor Costs			
Socialist Party			
Labor Racketeers		3	
Knights of Labor		4	
A.F.L.		7	
I.W.W.		2	
C.I.O.		7	
T.V. Powderly			
S. Gompers		4	
E. Debs			
J. Mitchell			
J. Lewis		6	
TOTAL	2	144	3



## MASTER SHEET C - CIVICS

<u>TOPIC</u>	<u>1</u>	<u>2</u>	<u>3</u>
Commonwealth vs.			
Hunt Decision 1842			1 - Biased for labor
8 Hour Day for govt.			2 - Unbiased
Employees 1886			3 - Biased vs. labor
Clayton Act 1914			
War Labor Board W.W.I	1		
Norris-LaGuardia Act 1932	1		
N.L.R.A. 1935	3		
Fair Labor Standards Act 1938	3		
War Labor Board 1942			
Haymarket Riot 1886			
Homestead Strike 1892			
Pullman Strike 1894			
Miner's Strike 1902	1		
Police Strike 1919			
Yellow-dog contracts			
Black List	2		
Injunction	2		
Private Detectives	1		
Molly Maguire			
Picket	3	1	
Sit-down Strike	2		
Boycott	3		
Strike	3	1	
Closed Shop	4		
Union Shop	1		
Open Shop	3		
Company Union	1		
Union Organization			
Union Functions			
Position of Labor in Society	2		
Life Wages Instead of Hourly			
Union Dues			
Closed Shop as Employment Agency			
Wage Incentive Systems	1		
Apprentice Training			
Seniority Rule			
Child Labor	5		
Dept. of Labor	3		
Labor Costs			
Socialist Party			
Labor Racketeers			
Knights of Labor	2		
A.F.L.	5		
I.W.W.			
C.I.O.	4		
T.V. Powderly			
S. Gompers	1		
E. Debs			
J. Mitchell			
J. Lewis	2		
<b>TOTAL</b>	<b>0</b>	<b>59</b>	<b>2</b>



## MASTER SHEET D - ECONOMICS

<u>TOPIC</u>	1	2	3
Commonwealth vs.			
Hunt Decision 1842			1 - Biased for labor
8 Hour Day for govt.			2 - Unbiased
Employees 1886			3 - Biased vs. labor
Clayton Act 1914	1		
War Labor Board W.W.I			
Norris-LaGuardia Act 1932	3		
N.L.R.A. 1935	5		
Fair Labor Standards Act 1938	2		
War Labor Board 1942			
Haymarket Riot 1886			
Homestead Strike 1892			
Pullman Strike 1894			
Miner's Strike 1902			
Police Strike 1919			
Yellow-dog contracts	3		
Black List	5		
Injunction	4		
Private Detectives			
Molly Maguire			
Picket	5		
Sit-down Strike	4		
Boycott	4	1	
Strike	3	1	
Closed Shop	5		
Union Shop	1		
Open Shop	4		
Company Union	5		
Union Organization	1		
Union Functions	1		
Position of Labor in Society	3	1	
Life Wages Instead of Hourly	1		
Union Dues	1		
Closed Shop as Employment Agency	1		
Wage Incentive Systems	2		
Apprentice Training	1		
Seniority Rule			
Child Labor	5		
Dept. of Labor	1		
Labor Costs			
Socialist Party			
Labor Racketeers			
Knights of Labor	3	1	
A.F.L.	5		
I.W.W.	3		
C.I.O.	4		
T.V. Powderly			
S. Gompers	1		
E. Debs			
J. Mitchell			
J. Lewis	4		
TOTAL	0	92	4



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